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## **FOREWORD**

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 2 and 3, 2003, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Judge Memorial Catholic High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by President Father John Norman and Principal James F. Hamburge is commended.

The staff and administration are congratulated for the generally fine program being provided for Judge Memorial Catholic High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of Judge Memorial Catholic High School.

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Sr. Catherine Kamphaus .....Superintendent  
Sr. Generva Rolf ..... Associate Superintendent  
Sr. Stella Marie Zahner ..... Special Needs

# **JUDGE MEMORIAL CATHOLIC HIGH SCHOOL**

## **ADMINISTRATION AND STAFF**

### **School Administration**

Reverend John E. Norman .....	President
James F. Hamburge .....	Principal
Susan Mommsen .....	Assistant Principal
Jim Yerkovich .....	Vice Principal/Dean of Studies
Angie Rowland .....	Dean of Students
Dan Quinn .....	Dean of Students
Bob Jackson .....	Director of Activities
Dianna Pugh .....	Director of Activities
Dan DelPorto .....	Director of Athletics

### **Counseling**

Ramira Alamilla .....	College/Career Counselor
Jerry Burchett .....	Counselor
Mary Chris Ledbetter .....	Counselor

### **Faculty**

Cate O'Hare Adams .....	Campus and Peer Ministry
Aphrodite Angelides .....	Tabish Learning Center/French I
George Angelo .....	Sports Medicine/Biology
Thane Baczek .....	Spanish
Bernadette Bell .....	Mathematics
Thomas Betting .....	Arts
Kate Bills .....	Mathematics
Patricia Bradley .....	Physical Education
Patrick Brimmer .....	Mathematics
Kandie Brinkman .....	Diversity & Catholic Identity
Michael Cavanaugh .....	Theology
Jeremy Chatterton .....	Mathematics
Patrick Clark .....	Mathematics
Kyle Costello .....	Mathematics
Stephen Cotterell .....	Science
Thomas Delgado .....	Drama
Tim Dolan .....	English
Stan Finn .....	Social Studies
Arturo Flores .....	Spanish

### **Faculty (Continued)**

Charlene Furano .....	Library/Media
Renee Genereux .....	Theology Issues
Patricia Green .....	Mathematics
Sheila Harkleroad .....	Mathematics
Wayne Hentschel .....	Science
Arthur Holder .....	German/French/Social Studies
Darlene Hymel .....	Computer Technology
Robert Jackson .....	Christian Life/Drama
Joan Jensen .....	Theology
Sharon Kerikas .....	Special Academic Needs Coordinator
Michael Kirk .....	Science
Rick Latham .....	Physical Education
David Livingston .....	Physical Education
W. Michael Lovett .....	English
Pamela Mayeda .....	Social Studies
Ramona Mayer .....	Music
Ann McBroom .....	Social Studies
Rev. James McHugh .....	Science
Sonja McKown .....	Computer Technology
Gail Meakins .....	Healthy Lifestyles
Marta Merino .....	Spanish
Thomas Niederee .....	Science
Pamela Oles .....	English
Elaine Peterson .....	English
Dianna Pugh .....	Social Studies
Corethia Qualls .....	Theology
Paul Savage .....	Social Studies
Jeanette Sawaya .....	Dance
Louis Sayre .....	Social Studies
Calli Short .....	English
Linda Simpson .....	English
Christopher Sloan .....	English
Tom Soran .....	Latin/Science
Katherine Sullivan .....	Spanish
Gabrielle Thomas .....	French
Robert Thompson .....	Science
Peter Van Orden .....	Social Studies
Nicole Veltri .....	Theology
H. Ladell Voithoffer .....	Science
Diane Walter .....	Theology
David Yavornitzky .....	Chamber Orchestra

## **Support Staff**

Joan Bell.....	Director of Development
Jane Hall.....	Development Office Grant Writer
Cherie Royce.....	Development Office Manager
Kris Larrabee.....	Administrative Assistant
Rita Scholl.....	Administrative Assistant
Mary Jo Collins.....	Receptionist
Mary Welsh.....	Registrar
Ray Ann Eck.....	Attendance Secretary
Jamie Scholl.....	Counseling Secretary
Ruby Boehly.....	Library Aide
Alison LeDuc.....	Daycare Director
Alison Braun.....	Daycare
Soraia Draper.....	Daycare
Anna Jensen.....	Daycare
Andrew LeDuc.....	Daycare
Marly Womack.....	Daycare
Jim Beisel.....	Operations Manager
Joanne Baker.....	Accounts Payable
Rosie Driver.....	Payroll/Tuition
LaJean Smith.....	Bookstore Manager
Cindy Mauss.....	Cafeteria Manager
Marcia Briggs.....	Cafeteria
Valarie Candelario.....	Cafeteria
Emilie Ellery.....	Cafeteria
Florence Holtshouser.....	Cafeteria
Michelle Jeffries.....	Cafeteria
Debra McCarrel.....	Cafeteria
Ed Whiteford.....	Maintenance Supervisor
Charles Rodrigues.....	Maintenance
Roberto Madrigal.....	Custodian Supervisor
Ana Carranza.....	Custodian
Jesus Garcia.....	Custodian
Joel Herrera.....	Custodian
Angel Juarez.....	Custodian
Claudia Juarez.....	Custodian
Francisco Montelongo.....	Custodian
Andres Pena.....	Custodian
Oscar Olson.....	Bus Driver
Werner Priesnitz.....	Bus Driver

## **JUDGE MEMORIAL CATHOLIC HIGH SCHOOL**

### **MISSION STATEMENT**

The mission of Judge Memorial Catholic High School, as a faith based community, is to partner with parents in fostering the integration of students' spiritual, intellectual, emotional, physical and social development in a safe, caring, respectful environment to enable them to become builders of a more just society.

### **BELIEF STATEMENTS**

#### **WE BELIEVE:**

- Every person is endowed with human dignity and therefore has the right to an education corresponding to that dignity.
- A true education aims at the formation of the total person. This process includes spiritual, emotional, intellectual, physical and social development.
- The educational ministry of the Roman Catholic Church is concerned with personal growth in Christian virtue which leads to social transformation and eternal life.
- A nurturing community, comprised of students, teachers, parents and administrators, is a necessary condition for this educational ministry.



## **MEMBERS OF THE VISITING TEAM**

Dr. Steven K. Hirase, Assistant Superintendent, Curriculum and Instruction, Murray School District, Visiting Team Chairperson

Jim Duane, Juan Diego Catholic High School, Sandy, Utah

Marilyn Greer, Layton High School, Davis School District

Nancy Isaacs, Bonneville High School, Weber School District

Dorothy McCrea, Mercy High School, San Francisco, California

Dr. Mary McLeod, St. Pius X Catholic High School, Albuquerque, New Mexico

Reverend Joseph M. Mayo, Cathedral of the Madeline, Salt Lake City, Utah

Joanne Perry, Kearns Jr. High School, Granite School District

## **VISITING TEAM REPORT**

### **JUDGE MEMORIAL CATHOLIC HIGH SCHOOL**

#### **CHAPTER 1: SCHOOL PROFILE**

Judge Memorial Catholic High School, established in 1921, is located on the east bench of Salt Lake City. The school currently serves 872 students in grades nine through twelve. The school staff consists of a president, a principal, two vice/assistant principals, two deans of students, 41 teachers, and three counselors. Although the principal, James Hamburge, is serving his first year as the principal at Judge Memorial Catholic High School, the other members of the administrative staff have a long history at the school.

Originally, Judge Memorial Catholic High School was opened as the Judge Mercy Home and Hospital for miners in 1902. In 1920, when the need to care for miners declined and the demand for a centrally located Catholic school in Salt Lake City became apparent, Bishop Joseph S. Glass had the facility remodeled to serve as a school. The school originally served elementary students, but soon (1921) a co-educational high school was added. In 1949, the high school was separated from the elementary school. Judge Memorial Catholic High School, since its beginning, has been sponsored by the Diocese of Salt Lake City.

Judge Memorial Catholic High School initiated its self-study process in September 2001. The completed profile is a study of the school's role in the community and of programs offered by the school; it included a wide range of data. The leadership team used *Validating the Vision*, which is an assessment protocol used to determine mission effectiveness, institutional accreditation, and strategic planning in the Catholic high school. It very closely parallels Utah's "Collaboration for Student Achievement" self-study process. The profile incorporates student achievement data (i.e., Stanford Test of Academic Skills, 3rd Edition data, American College Testing Program [ACT] data, Preliminary Scholastic Aptitude Test and National Merit Scholarship Qualifying Test [PSAT-NMSQT], and the Scholastic Aptitude Test [SAT]) and local demographic data (i.e., school enrollment count, ethnic diversity data, percentage of students with documented learning needs, income levels, retention rate, and graduation rate). Additionally, a parent, student, staff, and school alumni opinion survey also served as a basis for the self-study. The data in the profile is somewhat limited in both scope and specificity, providing a general analysis of student achievement and trends in student performance. Analysis of data related to specific subgroups that make up the school's student enrollment was missing.

a) *What significant findings were revealed by the school's analysis of their profile?*

Through the self-study process, Judge Memorial Catholic High School took a critical look at student achievement in their analysis of the available standardized tests. The school reviewed scores from the past 5-6 years. Testing data shows that Judge Memorial students score consistently above national averages and generally above state averages. Ninety-six percent of Judge Memorial graduates enroll in colleges and university programs.

A summary of the surveys indicates that students, parents, teachers, and alumni are quite pleased with the school overall. Parents and students appreciate the safe and orderly atmosphere at Judge Memorial. Survey respondents also indicate that the school promotes a culture of high academic achievement.

b) *What modifications to the school profile should the school consider for the future?*

Judge Memorial Catholic High School should further disaggregate and analyze existing available school-based data. They should include in their profile an examination of classroom grade performance, as well as data on attendance and discipline patterns relative to gender, varying ethnicity, and at-risk populations.

In addition, Judge Memorial should consider analyzing standardized testing data in a form other than percentile ranking (e.g., NCE, stanine, raw score, standard and scaled, etc.) to better analyze student learning.

Judge Memorial Catholic High School is encouraged to continue its effort to systematically collect and analyze pertinent student achievement data to guide decision-making at the school and classroom levels and to monitor school improvement efforts. Additionally, the school is encouraged to create a management system that will assist in maintaining and updating the school's profile on a regular basis.

**Suggested Areas for Further Inquiry:**

- Patterns of performance based on gender, ethnicity, grade level, socioeconomic status, etc.
- Patterns of lower-performing students based on standardized and classroom-based assessments.
- Strategies that will support instruction within the new schedule the school will adopt for the 2003-04 school year.

## CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

Interviews with students, parents, alumni members, and staff made it very apparent that the entire school community was invited to participate in the accreditation process. Although the school has experienced a change in leadership midway through the process, Renee Genereux, the facilitator of the accreditation process, provided an extensive, systematic approach for development of the school profile. The self-study has been a major focus of the school's efforts for the past two years. The process included:

### Refinement of the Mission Statement

The school had a mission statement prior to the self-study. The school collaboratively reviewed and revised the mission statement to accurately reflect the beliefs of all of the major stakeholders. The mission statement is the source from which the school's four belief statements and four desired results for student learning (DRSLs) are derived.

### Articulation of School Beliefs

The school has developed four belief statements.

### Development of School Philosophy

The school has developed a philosophy statement based on the school mission and beliefs.

### Development of Desired Results of Student Learning

The school has developed four DRSLs.

### Departmental Analysis

Each department participated in an in-depth self-study that focused on addressing the Essential Questions for Department Analysis from the "Collaborating for Student Achievement" document. In addition, each department identified areas of strength and recommendations for growth. Each department aligned action plans with the school's DRSLs.

### Organizational Analysis via Focus Groups

The accreditation committee completed the organizational analysis utilizing a focus group structure. Approximately 150 people participated in the focus group meetings. Steering committee members led focus group discussions. Each focus group identified areas of strengths and improvement. Each group developed a goal that was incorporated in the school's strategic plan.

### Development of a Strategic (Action) Plan

The school's strategic (action) plan was developed by the steering committee based on the work completed by focus groups and school departments. The school's strategic plan is aligned with the mission statement, DRSLs, and departmental indicators of student learning.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The self-study reflects an accurate analysis of the organization's effectiveness based on the *Validating the Vision* assessment protocol. As a critical aspect of *Validating the Vision*, the school conducted a comprehensive stakeholder satisfaction survey. The Visiting Team believes the self-study reflects the school's current strengths and limitations.

## **CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS**

Judge Memorial Catholic High School's desired results for student learning (DRSLs) are as follows:

Guided by its mission, Judge Memorial endeavors to graduate young people who are growing in lives that are:

1. Spiritual

Attributes: •Praying, worshipping, and participating in the life of their church community.  
•Experiencing God's unconditional love associated with the unique family atmosphere of the Judge community.

2. Intellectually Integrated

Attributes: •Thinking logically, critically, and creatively while appreciating and exploring general knowledge of theology, the arts, literature, language, natural and social sciences, mathematics and physical education.

- Developing the desire and skills necessary for continued learning including research, technology, reading, listening, writing, and speaking effectively for a variety of purposes.

3. Personally Mature

Attributes:

- Integrating Catholic-Christian values along with mature decision making skills when making moral decisions.
- Developing life skills of stress and conflict management, goal setting and self-discipline.
- Learning to respect and care for oneself as well as for all persons and all of creation.
- Understanding the importance of personal growth throughout life.
- Preparing oneself to take on leadership roles and responsibilities within the community.

4. Socially Engaged

Attributes:

- Following the Catholic-Christian faith commitment to the creation of a just society.
- Serving others compassionately in response to faith.
- Working with others toward a common goal.
- Forming healthy, loving and respectful relationships with a diverse group of people.

**Shared Vision, Beliefs, Mission, and Goals:**

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

It was apparent to the Visiting Team that all stakeholders in Judge Memorial's community had been involved in the revision of the mission statement. A committee, representative of all constituent groups, reviewed and discussed the school's mission statement. The committee determined that, since the mission statement and belief statements had been developed within the past four years, only minor modifications were necessary. Since the school had never had a philosophy statement, one was created based on the school's mission and beliefs.

The mission statement provides the school with purpose and direction, and will be the basis for future actions on behalf of the school and its students.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The belief statements at Judge Memorial Catholic High School are comprehensive, concise, and reflect the values important to the school's

community. The belief statements are aligned with the school mission and the desired results for student learning (DRSLs).

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The school's mission and belief statements align and support the identified desired results for student learning. In addition, each of the school's departments, through its analysis, identified strengths and recommendations for growth that appear to be directly related to the DRSLs.

The Visiting Team believes that the school has made a great initial effort in implementing the DRSLs. The staff and administration are encouraged to focus efforts on educating and promoting the school's DRSLs to the general student population and their parents. Through focusing the school's professional development activities and efforts, they have an opportunity to align the curriculum with the DRSLs.

#### **Curriculum Development:**

- a) *To what extent does the staff work collaboratively to ensure that the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

Departments are actively involved with cross-curricular plans. Recently, the English Department conducted a professional training on writing across the curriculum in which four other departments took part.

Critical to the school's DRSLs, according to the staff, was a revamping of the schedule in order to accommodate quality learning time, preparation time, laboratory instruction, and increased AP demands.

The school should be applauded for its goal of addressing the diverse needs of its school population. During the 2002-2003 school year, the school employed a certified resource teacher. While she is not referred to as a "special education" teacher, she is clearly establishing a place in the school. She monitors students with special needs by coordinating interventions with both the counselors and the classroom teachers. She has gone into the classroom and explained students' disabilities to both classes and teachers. In addition, she has coordinated students' time so that students with problems in the same classes, with the same teachers, are scheduled with her at the same time. Thus, she can help with homework, prepare for tests, and tutor to deficiencies.

In close proximity to Mrs. Kerikas, special academic needs coordinator, is the Tabish Center. The purpose of the Tabish Center is threefold. It provides a quiet

study place for students during their “free” time; it is staffed by science, math, and language teachers who provide tutoring; and it facilitates teachers by administering missed tests.

In an effort to ensure student success from day one, entrance exams, given in the spring to incoming freshman, are analyzed, and students who are performing below standard are placed in a summer school program. This is a proactive step to ensure student success.

It is evident that cross-curricular activities are happening between departments such as the English and Art Departments, the Technology and Theology Departments, and the Math, Science, and Economics Departments. It is highly recommended that the administration sponsor staff development days to address such things as cross-curricular assessment rubrics, collaborative learning, learning styles, implementing technology in the curriculum, and data collection.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

Within the school, it is clear that there is a commitment on the part of administration, faculty, students, and support staff to spirituality. There is unquestioned consensus regarding service to the community, demonstrated by the service hours required for graduation. In addition, every gathering begins with a reflection that highlights the purpose of the gathering or meeting.

Students and faculty are actively engaged in critical thinking and are actively exploring ideas. While most classes the Visiting Team observed were primarily direct instruction/lecture format, students understood expectations, were prepared, and contributed to class discussion. Classes were organized around different learning styles, and students were encouraged to voice dissent as well as assent.

The desired results for student learning have been identified, but there is no apparent evidence that technology integration into classroom learning, assessment, and communications has progressed much further than the talking stage.

### **Quality Instructional Design:**

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

It is evident that the professional staff utilizes a variety of effective instructional strategies. Classroom observation made it obvious that the staff is aware of



effective instructional strategies and corresponding activities that are aligned with performance expectations and standards for students. Several classes incorporate PowerPoint media presentations conducted by the teacher, while other classes require the students to prepare and narrate their own PowerPoint presentations. Teachers either work in conjunction with the technology staff or work individually to train students in the effective utilization of presentation skills. Classes were observed where course assignments required the inclusion of both written text and an audiovisual component such as music, photography, a web site, or a media presentation.

Two very positive examples of actively engaging students were demonstrated by the Religion and Science Departments. Religion teachers require that freshmen students learn how to create and present PowerPoint presentations. Science teachers require that freshmen students become competent in the use of spreadsheets as applied to science lab reports.

The Judge Memorial faculty is currently undertaking a very aggressive program to upgrade the technology skill of teachers. All teachers are required to complete a four-level technology certification exam that tests their knowledge in a variety of instructional computer competency areas. Most teachers have currently passed two of the four levels, and all teachers must complete all four levels by August 15, 2003.

One of Judge Memorial's primary weaknesses is the lack of computer availability for both students and academic classes. The current computer lab is limited primarily to those students taking computer courses. The majority of students who are not taking computer courses have little access to computers. Likewise, academic teachers do not have access to computer labs where they can schedule an entire class for Internet research or skills training. Computer lab availability is an issue that must be addressed.

In order to successfully implement the three new thrusts (the PowerSchool management system, computer lab availability, and sequenced advanced technology courses), a commitment must be made to providing additional computer teaching and support staff. To maintain effective technological skills for both current and proposed staff members, an opportunity must be provided for these individuals to participate in vendor sponsored and institutional seminars, courses, and training sessions. Considering the ever-changing quality of the computer world, training must be frequent, consistent, and include all technology staff members.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

In the classes observed, teachers were using a variety of instructional strategies that address a variety of student learning needs. Most teachers use multiple

strategies and appear to vary strategies within a block of instructional time. Several classes offer a layered curriculum approach allowing students the opportunity to choose activities from a menu that addresses different learning styles as well as a hierarchy of grading expectations.

A new program, employing a new Educational Services Coordinator, has been developed to individually meet the needs of special students. Both staff and students highly praised the success of this new program. Students' special needs are being met, and student grades and self-confidence have both improved. A Student Support Team has been implemented to provide an opportunity to address student needs and serve as a central planning group for student assistance. As a result of this collaborative effort, team members provide an effective system to help students with special needs to be more successful. Voice recognition software is available in the computer lab and is utilized for students with either visual or motor skill deficiencies. The teaching staff appears to be very willing and eager to meet the diverse needs of all students, and they welcome inclusion of special education students.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

The Tabish Learning Center provides support for all interested students. The center is staffed by faculty members whose function is to proctor, teach, and tutor. The Tabish Center also incorporates a testing center that allows students to take proctored missed or makeup tests.

Academically at-risk students are assigned to the Tabish Center for help with study and organizational skills. Students on academic probation and students with a 1.67 or lower grade point average are automatically scheduled each quarter. The main computer lab and computers located in the Tabish Center are also available, when not scheduled for classes, for students to work on projects or homework. Teachers are willing to stay after school to assist students who struggle with difficult concepts, assignments, or homework. The Visiting Team commends the teaching staff on offering additional opportunities that enhance educational opportunities for student learning.

The Judge Memorial Catholic High School library is a very functional, well-organized, and competently administrated library. Collections are current, and the staff is very knowledgeable and well trained in both traditional print and modern Internet research techniques. Teachers highly praised the library staff's ability and willingness to assist teachers in planning lesson units, selecting materials, and providing the information and literacy skills necessary to communicate information effectively.

As stated in the self-study document, the library staff, along with the Technology Department, needs to formulate and implement a scope and sequence plan for

technology skills for all class levels and subject areas. The library needs to continue to find new and effective ways to promote both current and new library services and materials to teachers and students. The library must continue to consistently acquire more and better projection and playback media for presentations by both students and teachers.

### **Quality Assessment Systems:**

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

The staff has developed DRSLs that reflect lifelong values of Christian and practical education. Given the nature of the DRSLs, assessment of some of these results is difficult. However, there are elements of the school plan that can be and are being measured. Logical, critical, and creative thinking skills are demonstrated in each curricular area and assessed in many different ways as part of each student's grade. Skill levels in research, technology, reading, listening, and writing are assessed as part of individual classroom curricula. Service to others is also assessed as part of the Catholic curriculum. The staff will need to continue to identify and develop assessment instruments for the individual DRSLs as the need arises. Assessment rubrics need to be created and used more widely.

Standardized test results need to be disaggregated and analyzed so that the information derived can be used by each department in creating changes within departmental curricula. This information can also be used to support academic and departmental decisions.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

Analysis of departmental information and classroom visits demonstrates that a variety of assessment methods are being used in most departments. Student portfolios and projects, including oral presentations and service commitments, show that all vested parties understand the importance of multiple assessments in evaluating student performance. There is, however, a need to create and use assessment rubrics that are equitable in all areas. Since many of the desired results for student learning are to be maintained throughout a student's life, self-assessment must become an element of this plan. Faculty, staff, and parents must help students learn to assess their own individual progress in relationship to these standards.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

Students and parents all enthusiastically support the faculty of Judge Memorial Catholic High School. The requirement that all Advanced Placement students must take the A P exams in May is a new step in the assessment process. The students who were interviewed see this as an unfair requirement, but teachers and the administration see this as a tool that will help raise the level of instruction and application in Advanced Placement classes. Other assessment tools, especially the standardized tests and placement exams, are administered to all students at different levels of a student's progress, but the Visiting Team did not see whether the results are used to help each individual student. Efforts are made to track, support, and remediate those students who fall below expectations. The Tabish Center and the modular schedule allow students who need help to find that help. Teachers go far beyond the scheduled school day to help all students who want help. The use of multiple assessment methods will continue to help those students who may not fit into the traditional pattern. The collection and analysis of data will help counselors and staff assess the validity of the programs that are in use and support the decisions to adjust or create additional programs.

### **Leadership for School Improvement:**

NOTE: In the case of Judge Memorial Catholic High School, the term "school leadership" is hard to define, as there is not a clear model for the way the President, Principal, Academic Dean, and Academic Council interface for the purpose of decision-making within the Catholic education system. Job descriptions theoretically describe the leadership roles of each administrator, but practically speaking, the role of each leader is sometimes unclear. The answers to the questions below will identify the particular leader whose actions address the question posed in this report.

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The principal provides the underpinnings needed to build and sustain a culture of excellence in the school. The self-study clearly supports this notion, as all stakeholders were involved in assessing the current state of the school and making recommendations for improvement that have been embraced by the leadership, and in some cases the first steps have already been taken to begin the improvement process. The school entered the process of the self-study having already been recognized as an outstanding school, as evidenced by their Blue Ribbon Awards. The written report indicates that the department leaders and department members have clear objectives for student learning.

The principal took a proactive stance in terms of the development of technology goals by establishing a staff development plan that requires all teachers to

become computer literate. There are monetary incentives awarded when a teacher reaches a given benchmark.

Students and staff feel very valued by the principal. He publicly recognizes teachers and students who achieve levels of excellence.

- b) *To what extent does the school leadership employ effective decision-making that is data-driven, research-based, and collaborative?*

The principal makes decisions that are directly aligned with the school's beliefs and mission, and advances the achievement of the school goals by taking an active leadership role in achieving long- and short-range plans.

There is strong evidence that stakeholders were and are very involved in advising the principal about issues of concern as well as areas of success. However, the use of a collaborative model for decision-making is hard to assess. The self-study for the accreditation visit was obviously a collaborative effort. There are structures in place that suggest collaboration (i.e., the Administrative Team and the Academic Council); however, it is hard to understand how the president and principal interface with each other and how they collaborate on decision-making.

There was no evidence to show that decisions related to the instructional process are based on research-based best practices. It is obvious that the students are high achievers as they go on to the colleges of their choice, but the culture of the school with regard to curriculum design, analysis, and improvement is not one that works from the notion of collecting data that identifies strengths and weaknesses of a course or a program, that researches best practices and assessment tools, and that systematically sets out to have all students meet instructional goals. Data is not disaggregated to identify the students who are "falling between the cracks." This having been said, the upside is that the school has hired a full-time special educator who is identifying the students with special needs, working with students and teachers to address these needs, and tracking student progress on an individual level.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

Department chairs worked with the members of their departments to assess their effectiveness, as a part of the self-study process. Since each department identified areas of improvement and began to develop an action plan for each area, it is assumed that there will be continuous reflection with regard to instructional effectiveness.

As a whole, the school has not identified, nor has it developed, a comprehensive assessment system for monitoring student achievement, other than the

administration of various standardized tests. The use of rubrics, development of performance objectives, item analysis on teacher-made assessment tools, trend analysis, and disaggregation of the data that is culled from the analysis of student assessments need to be addressed.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The school leadership, through the administrative team, provides a school climate that provides students with a well organized and disciplined organization. It is evident that the school operates under a clear system of management and organizational benchmarks, and that these values support the mission of the school. In addition, under the leadership of the new principal, the system that supports a safe and effective learning environment has been improved. Students and staff collectively model an environment that supports respectful behavior that enhances the efficiency and safety of the environment. The school is excellently maintained, which also provides for a safe and efficient learning climate. It is also evident that sufficient resources are available for the operation of the school and that these resources are dedicated to achieving the goals for school improvement, especially in the areas of staff development and technology. However, it is the perception of some stakeholders that there is not a clear process for accountability with regard to monitoring the school's finances.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The school has determined some of the resources, general timelines, and responsibilities for implementing the action plan. There is specific commitment to the allocation of resources with regard to technological upgrades and improvement plans for school facilities. It is evident that the action plan aligns with the school goals and strategic plan. It is also evident that under the leadership of a new principal, much progress has been made toward defining the decisions that need to be made about resources and the school's action plan.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The decision-making process is collaborative and provides opportunities for the meaningful involvement of the school's stakeholders. Parents and students feel a strong sense of belonging to the school and are strongly supported by the school community. Most of the decisions are aligned with the school's beliefs, missions and goals; however, there is limited use of validated, research-based practices or analysis of pertinent data for decisions regarding student learning. The gap in

this data comes from an inconsistent pattern of teacher observations, which include pre- and post-observational meetings with teachers so that the goals in the action plan can be accomplished. It is evident that peer observation, which fosters collaboration, does not occur frequently within the school. In order to meet the steps in the action plan, the Academic Council should organize plans for department heads as well as peer observations.

### **Community Building:**

- a) *To what extent does the school foster community building and working relationships within the school?*

The Visiting Team saw evidence of community presence in the school. Judge Memorial has an outstanding reputation in the community. In its 79-year history, it has produced unique alumni who follow every aspect of the school's success. The students, staff, administration, and parents work very hard to form a truly caring atmosphere. It is easy to see that the faith life of the school is alive and well and spread over the broad spectrum of school and community activities. Parent involvement, administrative support, and a truly dedicated staff are complimentary toward one another. This sense of community is evidenced in the staff members who have returned to teach, as well as in the strength of the parents and diocesan structures that support the school. Many of the elementary school principals in the diocesan school system had their initial educational experience at Judge Memorial.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

The mission statement of the school is all about the networking of the school in many areas involved with the Christian tradition of caring in the school. The well-known community service projects of the students enable them to participate in a broad variety of community programs. Parents, administration, and alumni involvement in the community also speak to the positive opinion everyone shares about the school. Grade level core leader teams and peer ministry programs create an ongoing spirit of collaboration between students and faculty, with a positive sense of inclusion for all students. Judge Memorial continually strives to improve on this impressive record of service and collaboration.

### **Culture of Continuous Improvement and Learning:**

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The Judge Memorial faculty and administration have a commitment to professional development. Once a month the school has an early-out day that is dedicated to teacher training. This year, the time has been allocated to computer technology training. Also, professional development opportunities are offered to faculty and staff both in in-house workshops and through the school operating budget's Teacher Improvement Fund, which is overseen and allocated by a faculty Professional Development Committee. This money is used to allow teachers to attend workshops, seminars, and conferences. The teachers seem to feel that their requests are usually granted if they apply for these funds.

There are also a few all-day seminars provided each year. A full-day faculty retreat is held each fall and all faculty members attend two diocesan inservices each year.

The administration feels there is a greater need for departments to have regular time during the year to meet together and collaborate. They hope to meet this need through the revision of the schedule that will occur next year. Planned into the schedule will be time each month for departments to meet, and also to have working lunches together.

Finally, the Technology Department is embarking on a monumental change in computer systems. An older, antiquated student information system is being replaced with PowerSchool. PowerSchool is a state-of-the-art, real-time, web-based student information and management database that replaces several currently disparate record-keeping systems with a single, integrated, web-centric management system. The school has purchased the PowerSchool management system almost a year in advance of the proposed starting date. This advanced planning should provide a smooth transition to the new management system, thereby greatly improving the probability of successful implementation.

*b) To what extent does the school create conditions that support productive change and continuous improvement?*

The administration works to develop a culture of collaboration and continuous improvement. Teachers, parents, and students feel that the administration is receptive to new ideas and that they are a part of the decision-making process. At the beginning of the accreditation process, ten focus group meetings were held and many parents, faculty members, and board members attended these. The principal also has an open-door policy, and he listens to everyone's ideas.

The administration allows for flexibility and encourages teachers to try new things. Department members say that they confer often and are aware of each other's curricula. Both department meetings and department chair meetings are held at least monthly.



The Visiting Team commends the commitment made by faculty to addressing the needs of the growing diverse population at Judge Memorial. Another strength is the commitment to address both student and parent concerns as the school continually tries to improve.

#### **CHAPTER 4: NORTHWEST ASSOCIATION OF SCHOOLS AND OF COLLEGES AND UNIVERSITIES (NASCU) STANDARDS I-X**

##### **Standard I – Educational Program**

This standard is met.

##### **Standard II – Student Personnel Services**

This standard is met.

##### **Standard III – School Plant and Equipment**

This standard is met.

##### **Standard IV – Library Media Program**

This standard is met.

##### **Standard V – Records**

This standard is met.

##### **Standard VI – School Improvement (This is addressed in the self-study.)**

This standard is met.

##### **Standard VII – Preparation of Personnel**

This standard is met.

##### **Standard VIII – Administration**

This standard is met.

##### **Standard IX – Teacher Load**

This standard is met.

## Standard X – Activities

This standard is met.

### CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

Upon review of the school profile and completion of the site visit, including interviews with all of the critical stakeholders, the Visiting Team is confident that the schoolwide action plan adequately addresses the critical areas for follow-up. The school profile, department reports, and focus groups provided the school with accurate information for areas of growth, and the accreditation leadership team and school staff have written a reasonable action plan to address these areas.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?*

The school leadership team has done an effective job of including all stakeholders in the accreditation process. The Visiting Team had many opportunities to meet with school administrators, teachers, classified staff, students, parents, and alumni. The school community was open to criticism and committed to refining the action plan to better meet the needs of the whole school. The Visiting Team is confident that the school leadership will implement the school's action plan and the recommendations of the Visiting Team.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

The Visiting Team is confident that the school leadership is committed to the continuous improvement process and understands that decisions need to be based on data. As they refine and better define the DRSLs and action plans, they understand the importance of making modifications based on an ongoing analysis of the data.

## **CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM**

### **Commendations:**

- The Visiting Team commends the staff for implementing a very effective self-study process. More significantly, the Visiting Team recognizes the high level of commitment and dedication the staff has to providing a successful learning experience for students who attend Judge Memorial. Students and parents consistently commented that teachers spent countless hours before and after school in providing individual help and other opportunities for students. The student body's high level of achievement, as indicated by the existing data, is a direct reflection of the staff's commitment to excellence.
- The Visiting Team commends the administration and staff for establishing and maintaining a positive learning environment for students and teachers. It was clear from parent and student interviews that this is a school that is safe and educationally stimulating for learners. A high level of community, culture, and positive school tradition permeates the school. The Visiting Team has also noted the presence of a strong sense of Catholic identity at Judge Memorial. As a result of the positive school climate, students are engaged in their learning opportunities and understand the school's mission; the students are respectful of one another (including their language); and the school plant, although an older facility, is well maintained.
- The Visiting Team commends the school for providing an outstanding co-curricular program for students attending Judge Memorial Catholic High School. Although many high schools offer similar opportunities, it is rare for a school the size of Judge Memorial to provide the number of extracurricular activities that it does. Even more rare is the high percentage of students who take advantage of these opportunities.
- The Visiting Team commends the leadership of the principal, James Hamburge. Although he was only appointed as principal of the school at the beginning of the year, his positive influence and support were very evident at the school. Numerous students, parents, and staff members commented on the number of school activities that Mr. Hamburge attends and participates in.

### **Recommendations:**

- The Visiting Team recommends that the school develop an organized, systematic means of communication and collaboration. Although the staff members have opportunities to meet within departments, not many formal opportunities for collaboration/ communication exist between departments. Additionally, the

school should consider providing a structure for consistent collaboration between the president and principal, and the school administrative staff. The purpose of each of these collaborative efforts should be focused on the task of increased student learning.

- The Visiting Team recommends that the school develop an organized, systematic means of evaluating of teachers, shared by the administrative staff. The teacher evaluations should be both formative and summative in nature, with the purpose of ensuring that teachers are focused on increased student learning through the implementation of the school's DRSLs in their classroom instruction.
- The Visiting Team recommends the development of a comprehensive, systematic means of measuring student achievement and progress. Although the school utilizes a wide variety of standardized assessment tools, they should consider implementing classroom and schoolwide Criterion-Referenced Tests that reflect the school's curriculum and learning standards. The data collected needs to be disaggregated by major subgroups and analyzed to form the basis for future goals, objectives, and action plans. The consistent collection and analysis of student achievement data will validate current school improvement efforts and may also identify student needs that may not be apparent at the present time.
- The Visiting Team recommends the development of a comprehensive, systematic means of addressing professional development at the school. It is critical that the professional development activities focus on the skills staff members are required to have to successfully implement the activities identified in the school's action plan. Specifically, based on the site visit, the Visiting Team recommends training in the following areas:
  - ❑ Research-based instructional strategies that reflect best practices. This is especially critical as the school moves to a new schedule that involves longer blocks of instructional time.
  - ❑ The use of technology as a management and instructional tool. Again, this is critical as the school implements new student management/grade book software. As more technology becomes available to teachers, they will need to be provided with training that will allow the use of the technology as an instructional tool that can assist in meeting the goal of increased student learning in the classroom.